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The Playground

The Leisure Time
Problem



Camp Fire Girls

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The Playground

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NEWTON D. BAKER

Mayor of Cleveland, an enthusiastic advocate of a big playground bond issue. "There won't be enough votes against it to make it worth while to count them," says Mayor Baker.



GEORGE BELLAMY

Chairman of the Cleveland Chamber of Commerce Committee on Public Recreation; an ardent social worker with a thoroughly practical point of view.



MUNSON HAVENS

Secretary of the Cleveland Chamber of Commerce, and one of the Directors of The Playground and Recreation Association of America.

THE FORWARD MOVEMENT IN CLEVELAND

MUNSON HAVENS

Secretary of the Cleveland Chamber of Commerce

"The Chamber of Commerce has just done one of the biggest things that any public body in Cleveland has ever done. It has pointed out the duty of the people of Cleveland toward their children."

This is the opening paragraph of a long editorial in the *Cleveland Press* of March 5th.

So many big and broad movements have been initiated by the public and semi-public bodies of Cleveland that one need not agree with Mr. Earle Martin, Editor of the *Cleveland Press*, and yet may feel that the recent report of the special committee on public recreation, to which he refers, must take high rank among similar contributions to municipal progress.

The report is twenty-three pages in length, including a folding diagram, which presents in tabulated form the recreation status in thirty-one American, British and Canadian cities. It is free for the asking, as long as the supply of copies lasts, which will not be very long if the present demand continues.

ONE MILLION DOLLARS From the average Clevelander's point of view, doubtless the most important recommendation in the report is that a bond issue of \$1,000,000 for playgrounds be submitted to popular vote. From the point of view of readers of THE PLAYGROUND in other cities, the most important recommendation in the report is the administrative plan suggested.

Before this article is in type, the Cleveland City Council, prompted not only by its members' realization of the city's needs, but urged to immediate action also by the enthusiastic advocacy of Mayor Newton D. Baker, will have passed the necessary legislation to secure the submission of the bond issue to the electorate.

One Sunday afternoon, recently, I tried to impress upon the Mayor the necessity of a thorough organization to secure the passage of the bonds, which, under Ohio laws, require a two-thirds vote for approval. Other bond issues for public improvements involving millions, are to be submitted at the same election. The Mayor looked at me with a patient smile while I pointed out the elements which together created the possibility of an adverse decision at the polls. I suggested some campaign schemes, such as the

THE FORWARD MOVEMENT IN CLEVELAND

employment and organization of school children as ward workers. "There will not be enough votes against the bond issue to make it worth while to count them," said the Mayor, finally.

A SUGGESTED PLAN The Chamber of Commerce committee has made a suggestion with regard to the use of the money. The suggestion is tentative and the committee itself would be the first to approve of its being given the most careful consideration and revision by capable playground experts.

The east and west sides of Cleveland are divided by a wide valley traversed by numerous bridges. Each section has certain local prejudices and a certain local pride. This will help to explain the committee's recommendation for the use of the money given below:

Municipal Center for East Side.....	\$375,000.00
Land	\$160,000.00
Field House	140,000.00
Equipment, buildings, pond for swimming, etc.	75,000.00
Municipal Center for West Side.....	325,000.00
Field House	140,000.00
Land	110,000.00
Equipment, buildings, etc.....	75,000.00
Equipment of School Playgrounds.....	100,000.00
Equipment of the 15 present Municipal Playgrounds...	195,000.00
Comfort Stations	\$6,000 each, 90,000.00
Lights	500 each, 7,500.00
Additional Equipment.....	1,500 each, 22,500.00
Fences	30,000.00
Soil	30,000.00
Shade	15,000.00
<hr/>	
\$995,000.00	

A DEPARTMENT OF PUBLIC RECREATION In Cleveland, says the Chamber of Commerce Committee, the problem of playground efficiency divides itself into two parts: first, administrative; second, physical, *i. e.*, land and equipment.

First—Administrative: The two fundamental difficulties of the present administrative situation are, first the lack of correlation between the two agencies controlling playgrounds,—the city govern-

THE FORWARD MOVEMENT IN CLEVELAND

ment and the Board of Education, and second the lack of efficient, trained and sympathetic play-leaders.

Both the city government and the Board of Education are making praiseworthy endeavors in their respective playgrounds. The loyalty and interest of the employees in charge of the work is constantly increasing, but beyond a casual interchange of experience and opinions, there is no co-ordination between these two classes of public playgrounds. Since there is no material difference between the problems relating to city and school playgrounds, the need of such co-ordination is at once apparent, and the difficulties in the way of securing it, although theoretically great, should be easily overcome by the practical expediency of the situation. The difficulties are legal and financial. So far as the legal difficulties go, they may be disposed of with the single statement that voluntary co-operation may be made quite as effective as statutory co-operation, if the city administration and the Board of Education both sincerely desire it. Financial problems are more difficult, but it is perfectly manifest that an equitable division of moneys available for equipment and direction could be ascertained and the appropriations for these purposes by the Board of Education and the City Council could be applied in such places and at such times and in such manner as would entirely avoid duplication and make for economy and efficiency.

But any plan of administration, any ordinance passed by the Council, any appropriation of money for the securing of the enforcement of the ordinance, will be useless unless the city secures efficient leadership.

The first step in such a program must necessarily be the creation of a department of the city administration under the general direction of the Director of Public Service. In the committee's opinion this department might well be called the Department of Public Recreation. The head of the department should be known as the Director of Public Recreation, comparable with the Director of Charities. He should have the power to regulate absolutely all amusements under municipal control. Upon the selection of this Director of Public Recreation more than upon any single factor will depend the success of the effort to broaden and beautify public recreation in this city. Unless he is a man of pronounced social instincts and broad social training, the entire department may fail.

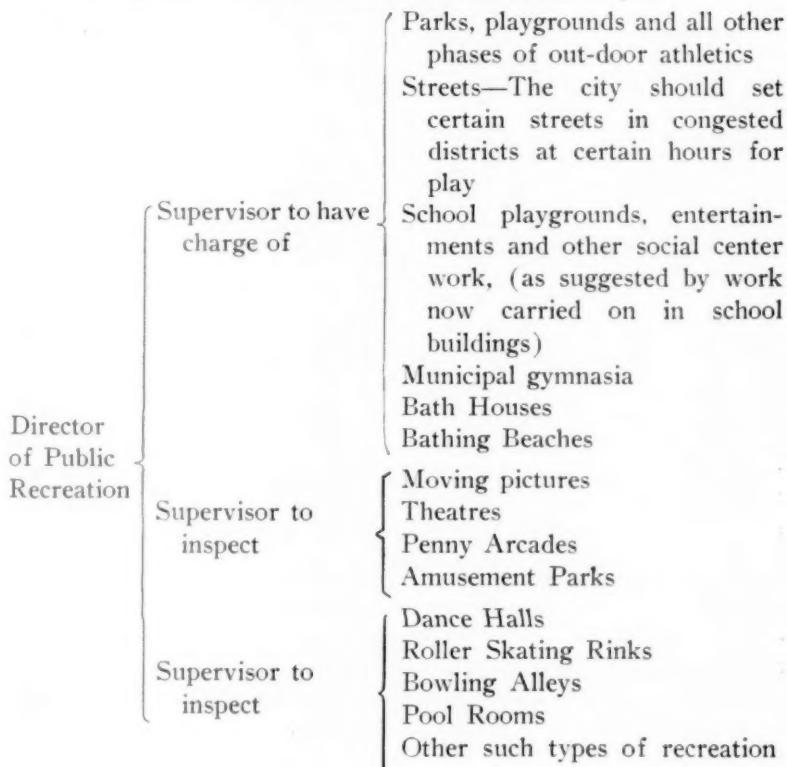
THE FORWARD MOVEMENT IN CLEVELAND

DANCE HALLS INCLUDED

The committee believes that the problem of municipal recreation includes not only parks and playgrounds, but also dance halls, pool rooms, moving picture shows and other places frequented by the public for the purpose of relaxation and amusement. Any plan of administration suggested by the committee, therefore, must be adequate for the management or control of these activities. Excepting the parks and playgrounds, it is the plan of the committee to control the other places of public amusement by the issuance of licenses under the control of the Director of Public Recreation, such authority to be granted him by the Council. To place under the control of the Director of Public Recreation any activities without giving him the proper authority to control them would be futile. The responsibility without the authority could not be maintained.

The license system is being used as to dance halls at the present time in Cleveland.

In brief, here is the committee's administrative plan:



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The committee recognizes that this scheme of administration involves an additional expenditure annually for administration alone, if the administrators are paid salaries commensurate with the importance of their position. In order to arrive at an estimate of the additional expense involved, it would be necessary to segregate the city accounts in a manner not possible under the present bookkeeping methods, but the committee believes that this may be stated as true; that while some additional expense would be involved in its plan of administration, the efficiency of existing provisions for the supervision and encouragement of public recreation would be so greatly increased as to make the additional expenditure seem a negligible quantity.

PRESENT
PLAYGROUNDS In this connection it will be of interest to readers in other cities to learn of the present playground situation in Cleveland, in order that a comparison of facts and intentions may be made:

There are three groups of public playgrounds; those administered by the city government, by the Board of Education, and by private philanthropic agencies. Those administered publicly are:

(1) Playgrounds controlled by the city and under the direction of the Supervisor of Sports, whose salary is \$1,800. He has an Assistant Supervisor of Sports, whose salary is \$900; and an Assistant Supervisor of Playgrounds during the summer season, whose salary is \$900. The Supervisor of Sports is appointed by the Mayor, upon the nomination of the Director of Public Service. The Director of Public Service appointed the twenty-three assistants who work under the Assistant Supervisor of Playgrounds.

(2) Playgrounds which are under the control of the Board of Education.

Last summer fifty-one school playgrounds were operated by the Board of Education, twenty-two of which were partially equipped; the others were not equipped. The school playgrounds were open about six hours per day. No attempt was made to keep them open evenings. The entire appropriation for the summer playground work was \$15,000. Gymnasium work is conducted during the school year in fifteen schools—eight high and seven elementary. During the winter the Board of Education conducts social center work by means of volunteer service. Lectures, entertainments and various social activities are planned to take place in school buildings in different parts of the city.

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Fifteen public playgrounds were operated by the city of Cleveland. Like the school playgrounds, these grounds were open only in the morning and afternoon. Two or three municipal grounds have electric lights, but these were not sufficiently bright to make it possible to utilize them at night.

The city expended for municipal recreation in 1911:

Playgrounds—

Salaries and Wages	\$10,004.24
Furniture and Implements	2,852.07
Land and Buildings	1,996.09
Material and Supplies	1,250.80
Music	189.00
Repairs	17.83
Fuel and Light	50.70
	<hr/> \$16,360.73

Sports in the Parks—

Salaries and Wages	\$12,284.52
Music	5,841.84
Land and Buildings	1,427.03
Material and Supplies	1,394.49
Furniture and Implements	1,358.77
Office Supplies	59.84
Auto Service	48.75
Telephone Service	12.50
Fuel and Light	3.90
Messenger Service	2.25
	<hr/> \$22,433.89

Three Public Bath Houses	25,185.92
Two Bathing Beaches	2,396.84
Dance Hall Inspector	1,500.00
	<hr/> \$67,877.38

A SAFE AND SANE FOURTH

Those interested in plans for a Safe and Sane Fourth will be glad to see a pamphlet recently prepared by Mr. Lee F. Hanmer on "How the Fourth was Celebrated in 1911."

This may be obtained from the Department of Child Hygiene of the Russell Sage Foundation, 400 Metropolitan Tower, New York City.



L. W. Hine

ALERTNESS DEVELOPED ON THE PLAYGROUND

THE RECREATION INSTITUTE AT WILKES-BARRE, PENNSYLVANIA

MARCH 28TH, 29TH, AND 30TH, 1912

BELLE LINDNER ISRAELS

Chairman Committee on Institutes of The Playground and Recreation
Association of America

The Recreation Institute held in Wilkes-Barre, March 28th, 29th and 30th, was for the States of New York, New Jersey, Pennsylvania, Delaware and Maryland. The large local attendance from Wilkes-Barre was augmented by over 100 delegates from other places. These included playground workers, mayors, playground commissioners, presidents and secretaries of Playground Commissions, instructors in State Normal Schools and representatives of different cities.

At the opening session, Percy MacKaye spoke on The Drama as Community Recreation. He made a plea for the civic theatre "which can both express and create a new community spirit through dramatic art practiced by the people themselves."

He spoke of there being three different types of leisure, as represented by Sunday, evening hours and holidays. He said that leadership on Sunday is chiefly with the churches, but that it is important to consider that there are in the United States millions of citizens who never go to the churches. "It is worth the churches' while to consider deeply why, and it is worth the community's while to take that as a fact and say, 'What shall we do for the millions who do not go to the churches? Let us give them some constructive means of expression, of aspiration.'"

"There is little public organization of night leisure, although there are exceptions—some of the chief being the libraries, museums, and lecture halls, which are doing a splendid work." Mr. MacKaye went on to say that all of these wonderful agencies practically ignore art in the creative sense; that music probably does more than any other agency to liven with joy the leisure hours, not only of evenings, but of holidays and Sundays. The private organization of night leisure does not ignore art, but because of commercialism, gives only one side. What is wanted is a public recognition of art and the establishing of the means to keep it forever from being debased, by the organization of dramatic art on a civic basis.

RECREATION INSTITUTE AT WILKES-BARRE

The lack of holiday observances and of the needed recognition of their value was also discussed.

The civic theatre was defined as "the efficient instrument of the recreative art of the community. Its organization is an organization of artists for civic leadership." It would bring about fusion of the traditionally æsthetic theatre on the one hand with the educational, religious, sociological theatre on the other hand, into the civic theatre proper. In addition to these, it should be technically adapted for pageantry. The architectural expression of the civic theatre building, too, should be on a scale commensurate with its public importance. This theatre should provide an exterior portico, so constructed as to be practical as a stage for public pageants. The whole theatre construction should be placed upon a plaza so that the portico would be ready, or readily adjustable, to fulfill this function. It would then consist of a great raised stage from which a people standing or seated in temporary grandstands could witness the pageantry.

Mr. MacKaye referred to some of the pageants recently given and went on to say: "How can we establish modestly but fundamentally the beginnings of a civic drama in our midst? It seems to me that the most promising organizations which lie in our community today are the Playground Associations. They are already established, they are already developing and expressing themselves and it seems to me that they are already working toward this dramatic end. They are chiefly occupied, however, with the children of the theatre as it exists, and the output for the commercial theatre, but the art of that theatre which has been handed down for generations is the art to which I think the playgrounds must dedicate themselves. They will begin to realize the importance of giving a little place to the establishment of pageantry, and will consider some of the latest developments of the art of the theatre itself. . . . Let me suggest some few forms and effects of the permanent establishment of a dynamic pageantry in communities. Any art is concerned with discipline. This would, of course, immediately touch childhood. There would be given to childhood discipline, imagination and all the constructive expression attendant upon the important and, in some respects, terrible period of adolescence—with a hero worship rightly directed. So in a community which is not afraid of the love of show, we would not say to the small girl who likes to put a ribbon in her hair, 'Do not show off.'

RECREATION INSTITUTE AT WILKES-BARRE

We would say rather, 'Show off much more, but show off right, and let it be an expression of yourself.' Not show off with a feeling of self-consciousness, but express yourself . . . Let your children of the playgrounds begin to write little songs about their work and set these to music, and begin to create a new balladry of their own, spontaneously, so they express the songs of the future people. Think of nature study in the schools. There is history, the dynamic use of research, athletics, city planning. Every phase of life could be expressed through this dramatic instinct and the symbols which it gives. I hope that you of the Playground Association especially, will consider this matter and form the beginnings, take upon yourselves the leadership for a civic theatre in your midst."

Mr. Farwell followed with a paper similar to that presented by him at Brookline on *The Development of Music for the People*.

The Institute was held in the high school building and the opening session was made notable by addresses of welcome from the Mayor and members of the School Board. The high school orchestra participated and a reception followed the session.

The high school building excited universal admiration among the delegates. It is a splendid example of what can be done to combine inspiration and education.

Friday morning was given over to practical problems. Mr. Lincoln E. Rowley, Secretary of the Playground Commission of East Orange, N. J., in speaking on *Playground Management*, said that he thought the selection of a Playground Commission would have everything to do with playground management. He said that he believed it was most important that those who first lay out playgrounds shall have some knowledge and idea of how they ought to be when completed. He spoke of the impracticability of having to do things over the second year because they have proved unsatisfactory as they have been done the year before. He expressed the opinion that every playground ought to be as park-like as may be without interfering in any way with the function for which the ground was purchased or established. The necessity of good supervision was brought out.

The part of this paper which seemed to make the most effective impression was that dealing with the necessity of a program. Mr. Rowley also spoke of the value of an assembly, of keeping a register and other statistics. Mothers' Day on the playground was advo-

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cated, weekly contests and dolls' receptions were mentioned as part of his experience. In speaking of the value of self-government clubs and also of his little experiments with the Big Brother System on the playground, he said:

"Older boys and girls can just as well be made helpers and they love it. The first step in the opening of the playground is a fight for a swing. A little later it comes to a place (and it takes about two weeks) where we hear instead, 'May I have it when you get through?' and then the last, beautiful step, brings the request, 'May I take care of the little folks' swings?'"

Mr. Randall D. Warden of Newark told of the Newark system of athletic development and record.

An interesting discussion of Children's Gardens by Miss M. Louise Greene of New Haven followed these papers.

Dr. William Burdick of Baltimore aroused great interest in Public Schools Athletic Leagues. Miss Burchenal followed and closed the morning's discussion with a description of the work of the Girls' Public Schools Athletic League.

A discussion of Social Centers in the Public Schools took up most of the afternoon. Dr. Stitt of New York and Mrs. Gilhooly and Miss Gilbert of Elizabeth, N. J., presented interesting and practical papers. Mrs. E. T. Giering told in most interesting manner of the work of the Parent Teachers' Association in relation to the public schools of Wilkes-Barre.

The Friday evening session presented the girl problem. Mrs. Louis C. Madeira, Chairman of the Recreation Committee of the Middle Atlantic States, and Miss Julia Schoenfeld, Field Secretary of the Committee on Commercial Recreation of the Playground and Recreation Association of America told of experiences with commercialized forms of recreation.

Mrs. Luther H. Gulick then presented the Camp Fire Girls of America. The audience crowded upon the platform after the meeting, at Mrs. Gulick's invitation, to examine the material and photographs and to ask questions concerning the organization of Camp Fires.

On Saturday morning, after a discussion of Holiday Celebrations by Lee F. Hanmer, Miss Anna C. Tyler of the New York Public Library presented a paper on Storytelling and told a story.

This session was novel in that it was held in a motion picture theatre. One of the numbers on the program was the presentation

RECREATION INSTITUTE AT WILKES-BARRE

of The Motion Picture as an Educational Factor, by Mrs. R. G. Dolese of the General Film Company of New York. She spoke of the motion picture show as an amusement resource, pointing out that the motion picture and the motion picture theatre are among the great problems of the social worker of the present day. She called attention to the fact that there are 14,000 motion picture shows in the United States against 4,000 legitimate theatres. 500,000 people see motion pictures every day in the United States. Her reason for pointing out how recent the development of the motion picture is, was to ask patience with its development. Mrs. Dolese also said that she had a library catalogue of educational motion pictures containing all that have been produced by licensed manufacturers since 1907. In interpreting the relation of the motion picture to the social worker, she said that the social worker could make the motion picture show what it should be. She asked consideration for the fact that the conditions under which the pictures are seen are often at fault, but pointed out that the people who are to demand improvement are the people who go to the theatre. Mrs. Dolese exhibited four educational motion picture films, saying that any audience who wanted such films presented could always get them by making clear to the management that there was a demand for that kind of thing.

Mr. Otto T. Mallery, Secretary of the Recreation Commission of Philadelphia, presented a paper on Recreation Commissions, that will be printed separately. It is a very careful study of the growth of the Commission idea.

The responsibility of the community to provide recreation for young and old and the fact that a city without recreation is an unwholesome place in which to live, was clearly developed throughout the Institute.

The luncheons on Friday and Saturday were attended with interesting reports from various cities.

The sessions, as usual, were too short to permit of much discussion, but since the delegates almost all stopped at the headquarters of the Institute at Hotel Sterling, much helpful discussion took place in the corridors of the hotel. There was a large attendance of delegates from all the Middle Atlantic States, and this section of the country ought to be greatly benefited by the Institute. There were many expressions of appreciation and gratitude for the hospitality of the Wilkes-Barre citizens.

CONDUCTING PUBLIC RECREATION

The Wilkes-Barre organizations co-operating to make the Institute possible were: Young Men's Christian Association, Young Women's Christian Association, Public Schools, Chamber of Commerce, Civic Club, Boys' Industrial Association, Settlement House, Catholic Gymnasium Association, State Board of Charities, Park (Playground) Commission, Board of Visitation, and Parent-Teachers' Association.

WHICH MUNICIPAL BODY CAN BEST CONDUCT PUBLIC RECREATION

OTTO T. MALLERY

Secretary Board of Recreation, Philadelphia, Pennsylvania

RECREATION nomenclature is not yet crystallized. DEFINITIONS Terms are used with different meanings in different localities. The following working definitions are therefore desirable for the purposes of this paper.

A Playground is any area used for public, supervised, out-of-door play.

A Recreation Park is a combination of a larger playground (say over three acres), with a recreation centre building suitable for all-the-year-round use, for gymnastics, games, amusements and bathing.

A recreation park supplies some or all of the following features:

- (1) Out-of-doors—gymnasiums, ball fields, swings, slides, wading pool, swimming pool, running track, band stand;
- (2) In-door—gymnasium, baths, game rooms, club rooms, dance hall, auditorium, library, lunch room.

Recreation is the broadest possible term to include all the near and distant cousins of play.

A Playground or Recreation Commission is a public body supported wholly or in part by public funds. Such a Commission has, at the minimum, jurisdiction over all public playgrounds except those under the school board, and at its maximum, jurisdiction over all the public playgrounds, recreation parks, social centres, public baths, bathing beaches, recreation piers, municipal dance halls, municipal moving picture shows, municipal bands, and (where no Park Commission exists) over public parks. Such commissions may also have supervisory powers over commercial dance halls and commercial moving picture shows.

CONDUCTING PUBLIC RECREATION

The writer is not aware that any Recreation Commission with such wide jurisdiction exists. The tendency toward consolidation and efficiency makes possible a gradual growth toward such a result within the next decade. Therefore prospective creators of a Recreation Commission may well keep all these activities in mind and, though not necessarily legislating specifically to include them, at least not legislate to exclude them.

IS A RECREATION COMMISSION DESIRABLE? WHAT OTHER MUNICIPAL BODIES ALREADY EXIST, ABLE TO CREATE AND ADMINISTER A SYSTEM OF RECREATION?

THE SCHOOL BOARD The first municipal body commonly thought of is the school board. Many believe that this is the ideal control. At Gary, Indiana, under Superintendent Wirt, the playground is part of the school system, and the education upon the playground is recognized as co-ordinate with that of the school room. The school buildings are also social centres and recreation centres, containing baths, gymnasiums and assembly halls. The school buildings are arranged for the use of adults as well as of children. The example of Gary will doubtless influence many other cities.

In order that the school board should be the proper body to create and control playgrounds and recreation the following favorable conditions should be present:

(a) The members of the Board should be in as full sympathy with the idea of education in their play as with the ideal of the book school;

(b) The school board should have sufficient taxing power and sufficient stimulation from public opinion to exert that power;

(c) The school board should possess the courage and initiative to arrange its hours, methods and subjects of study, part on the playground, part in the school room, and should build recreation centres for school houses rather than school houses which may, at a pinch, be painfully used as recreation centres. The camel will rather pass through the burrow of a rabbit than an old-fashioned school house become a usable recreation centre.

(d) The school board should be so constituted legally as to be able to provide recreation for children over school age and for adults.

These favorable conditions have not been found in Philadelphia, New York, Chicago and Boston, and therefore the school

CONDUCTING PUBLIC RECREATION

boards in these cities occupy a relatively subordinate position in the broad program of recreation, even though some of these boards occupy a specific portion of the field with splendid results.

CAN THE PARK COMMISSION DEVELOP PLAYGROUNDS AND RECREATION?

The answer is, that the Chicago and Cincinnati Park Commissions are succeeding notably.

THE PARK COMMISSION In Chicago each of three park commissions has its own taxing and borrowing power over a given district of the city. Chicago has been the playground inspiration for America. Its park commissions were created by the legislature and have no legal connection with the municipality. In the face of such complete success it may seem strange to pass over the Chicago type of park commission as failing to offer a general solution of the problems of recreation control. Nevertheless the trend of government is in the direction contrary to the theory upon which the Chicago park commissions are based. The taxing power is being centralized and unified in the smallest possible number of municipal bodies rather than extended and divided. The powers of the Chicago Park Commissions are almost unique, and it is doubtful whether many such park commissions with separate taxing power will be created in other cities. A park commission newly created, with taxing powers, may suddenly expand playground and recreation facilities, but concurrently it is likely to unbalance all other municipal expenditures and functions. If the park commission is to have taxing power, why not the Sewer Commission, the Board of Health, the Dock Commission or the Commission on Public Works? A Park Commission without separate taxing powers, if newly organized in a city already aroused to the playground movement, may well prove identical with a Recreation Commission. An old Park Commission in order to transform itself into a Recreation Commission must in most cases be vitalized with a new vision and in practice employ new methods and a new type of public servant.

Such an old type of Park Commission, although only dating from 1908, is that of Cincinnati.* Without possessing taxing power it is accomplishing successful results in both parks and

* See Recreation Legislation, by Lee F. Hanmer, page 35. Published by the Department of Child Hygiene, Russell Sage Foundation. Price, 20 cents

CONDUCTING PUBLIC RECREATION

playgrounds. The 1911 appropriation for maintenance was \$145,000. Three-quarters of a million out of a million dollar bond issue has been spent in the purchase of property which developed a total area of 1,550 acres, distributed in 52 different parks and playgrounds, from a nucleus of 590 acres in 26 properties. Another loan of about \$2,500,000 is to be requested for similar purposes at the next election. The personnel of this board and the state of public opinion in Cincinnati have combined to make the park and playground development march hand in hand without subordinating one to the other. The St. Louis and Indianapolis Park Commissions are working along similar lines. There are Park Commissions in other cities whose playground work is hopeful, but there are perhaps more cities where the Park Commission and School Board have been found inadequate to meet playground and recreation needs, and have therefore been passed over in favor of a new body, the Recreation Commission, or the same thing under another name.

The Recreation Commissions of New York and Los Angeles are typically good examples of this tendency. The Board of Recreation of Philadelphia is similar in function if not in name.

PHILADELPHIA BOARD OF RECREATION

In June, 1911, the Pennsylvania Legislature created for Philadelphia a Department of Recreation, co-ordinate with the Departments of Health and of Public Works, controlled by a Board of Recreation of five citizens, appointed by the Mayor, with the Mayor and Director of Health as *ex officio* members.*

The Board of Recreation is now in successful operation, although the time has been too short to discern the ultimate results. The Board received appropriations from Councils of \$152,000 for current maintenance for 1912. In addition, four recreation parks of from three to seven acres each are under condemnation. \$200,000 recently obtained from municipal loans is being expended for permanent playground improvements. City squares and city properties suitable for recreation are from time to time transferred to the control of the Board. Private property is used for recreation by special arrangement for long or short periods. The Playgrounds Association, a private, philanthropic organization, has transferred its playgrounds to the control of the Board. The Park Commission may, if it

* See Recreation Legislation, page 39

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desires, invite the Board of Recreation to conduct supervised playgrounds upon areas under the jurisdiction of the Park Commission, and this is now under consideration. Recreation piers are under the jurisdiction of the Board of Recreation, and provision is made for the future development of floating baths. Swimming pools and wading pools are a part of the recreation parks constructed and under construction. The way is open to definite co-operation with the Board of Education for conducting its vacation playgrounds and in other matters. A successful beginning has been made in conducting dancing classes and dances in recreation parks. A few moving picture shows have been held and are considered a regular feature to be expanded.

All the employees of the Board, with the exception of the chief executive, are under civil service provisions. A system of satisfactory examinations has been evolved. Opportunity for promotion is afforded, and also for increased salaries, based on length of service. The positions are intended to be permanent, and attractive to a high type of men and women. Graduates of normal schools of physical training are particularly desired. Provisions like the following are of a nature not likely to be thought of by any other body than one specially devoted to recreation. (See Appendix.)

The Board will have at least twelve playgrounds, recreation parks and recreation piers in operation by the end of 1912. The state of public opinion, the attitude of Councils and the administration, and the powers of the Board of Recreation combine in affording a promise of rapid and sane recreation development.

There are several important recreation activities with which this Board does not yet concern itself. Among these are the supervision of commercial dance halls and moving pictures. The point of interest is that a board so constituted may conduct or supervise such activities whenever the time is ripe and the city desires it.

The framers of the act creating the Public Recreation Commission of New York City (enacted 1911) have had a similar purpose in mind.* The appropriation of only \$12,000 for 1911 does not seem to be sufficient to enable the New York Commission to demonstrate its fullest usefulness. We may expect to hear a great deal more of it in the future.

* See Recreation Legislation, page 29

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The Los Angeles Playground Commission is similar in constitution to the New York and Philadelphia bodies. It has been particularly happy in its methods of directing and co-ordinating various public and private agencies. Its work is conducted on a high plane. Councils appropriated liberally in 1911 for maintaining a corps of expert superintendents and teachers. All lines of recreation work are given attention. The Los Angeles Recreation Centre building, not a part of a Recreation Park, is a new departure. The Exposition Park Playground is an immense and promising undertaking.

DEVELOPMENT OF RECREATION IN PHILADELPHIA

These Playground Commissions were not created without a struggle. For the information of cities whose present recreation outlook is toward the formation of a Recreation Commission it may be of value to state the successive steps which led up to the Philadelphia Board of Recreation.

A Playground Association, composed of volunteers, became active in 1908, conducted an educational campaign in the public press, and began to supervise impromptu playgrounds in any semi-suitable lot. Imperfect as these playgrounds were, there were enough of them to make a demonstration and to arouse the desire for more and better ones. The three definite results in the order of their ultimate importance were:

First, public interest and public opinion;

Second, the creation by Councils of a body to report a comprehensive plan for municipal playgrounds;

Third, many little playgrounds which, like good germs, spread the contagion of the play idea.

The second result, a municipal body misnamed the Playground Commission, was wholly studios and, as such, invaluable. Its report was prepared after visiting other cities and studying Philadelphia geographically and socially. When its report was presented to Councils the Playground Commission automatically lapsed. Then the Playgrounds Association came into action again and agitated the adoption of the Playground Commission's report. This was accomplished because public opinion and the administration were fully prepared. A second body was created by Councils, called the Public Playgrounds Committee and attached to the Mayor's office, to carry out the provisions of the report of the lapsed Playgrounds Commission.

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Rapid progress was made. A demonstration recreation park was constructed from public funds in a congested foreign quarter (Starr Garden). Playgrounds of the Playgrounds Association were taken over and improved. New small playgrounds were opened, all by means of public appropriations. While this Playgrounds Commission was in full blast it was legislated out of office with its own full consent and approval, and superseded by the present Board of Recreation, with broader functions and a more permanent foothold among bodies municipal.

In conclusion it may be said that different local conditions require different treatment. However, the conviction grows that Playgrounds and Recreation are in many cases best developed by a municipal body created for that definite and broad purpose. Such bodies in New York, Philadelphia, Los Angeles and elsewhere are in the form of a distinct Municipal Department or Commission.

APPENDIX

PROPOSED RULES FOR THE BOARD OF RECREATION OF PHILADELPHIA

The use of the Club Rooms, Gymnasiums, Ball Fields, Assembly Halls and Dance Halls of playgrounds and recreation centres are open to any group, society or individual for all proper purposes. First come first served. Reservations can be made with the principal of the playground two months in advance.

Playgrounds are open to any teachers of a Public School, Parochial School or approved public or semi-public institution for the purpose of out-of-door teaching of regular studies in favorable weather. Special arrangement of quiet hours or quiet corners will be made where possible. Application should be made in advance by the teacher to the Superintendent of Recreation in writing, enclosing the written permission of the proper superior officer of the teacher. Where a number of classes are so using the playground, intermediate play hours, under playground teachers, will be provided.

On application, special Club Rooms will be reserved at special hours, for Boy Scout Troops, Gymnastic Societies, Social Organizations, etc. Application should be made to the playground principal.

Preference will be given to adults for use of recreation centers at night, and special preparation made for them. Children of school age will be given the preference during non-school daylight hours.

It is desired that defective, sub-normal, anæmic and delicate children shall be encouraged to use the playground. As the playground system progresses, principals are requested to report and suggest special provisions for their occupation and play.

No public towels or public drinking cups should be permitted on any property under the management of the Board of Recreation. Individual towels will be supplied by the Board. Patrons may bring their own towels if preferred.

No swimming pools shall be used by any person unless he or she shall have first used the shower bath.

The shower baths shall be open day and evenings and must be kept in such condition as to invite the use of the most particular person. Separate and private dressing booths in the department for women and girls are to be provided.

LEISURE TIME, THE LAST PROBLEM OF CONSERVATION*

JOHN COLLIER

Of The People's Institute and The National Board of Censorship
of Motion Pictures

ABILITY DUE
TO LEISURE

A citizen of Providence, writing on the gospel of opportunity, says: "The two principal forms of opportunity are leisure and education. All environments are valuable to the development of genius only in so far as they secure education. Leisure must be regarded as a means to education. Leisure was the great school of mankind before there was any such thing as positive education. Leisure began with the priesthood, and to it we owe all we possess of early Indian, Chinese, Chaldean and Egyptian learning. The ruling classes of Greece and Rome possessed it. But for it they would have accomplished little in art, literature or philosophy. But it must not be supposed that all the leisure mankind have enjoyed has been well employed; most of it has always been either wasted or worse than wasted."

These words are used by Professor Lester F. Ward, the leading American sociologist and one of the world's great thinkers, in his discussion of opportunity, in which he proves that by education we can increase the available positive ability of society at least one hundred fold. It can serve as a text for what I shall say.

When a man discovers a gold mine he is not content with the discovery; he proceeds to develop it. He is not content with developing the mine; he desires to purchase leisure and opportunity with the gold he digs from the mine. The search for gold, the discovery, the development, the whole process has just one object—the attainment of happiness.

A GOLD MINE Humanity, in the invention of machinery and the achievement of free government, has discovered a gold mine. It is a real gold mine, notwithstanding the outcry of Tolstoi against machinery or the outcry of America's governing politicians against democracy. We are developing that mine; we are rapidly securing wealth and leisure; the day is in sight when only six hours' required work will be the task of every man. Even today we are outraged to discover a few thousand wage slaves, working fourteen hours a day, in Pennsylvania industries. We

* Address before the Economic Club of Providence, R. I., March, 1912

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forget that this was the doom of the vast mass of humanity up to a generation ago. We forget that great civilizations have arisen and blossomed from the soil of outright slavery. We forget that the mere unequal distribution of wealth, the mere lack of self-government, whatever form of political or economic injustice, has not sufficed to keep great nations from arising in the past and enduring for thousands of years. It is not inequality of wealth or political oppression as direct causes which have wrecked the great nations, from ancient Egypt to 17th century Spain or 20th century China. All these nations have been great because they, as we, discovered some kind of gold mine, and mined the gold, and purchased leisure and opportunity for at least a part of the population; and still we have not reached the critical reason why great nations have been great or why they have ultimately fallen. The greatness of nations has grown from the wise utilization of the leisure and opportunity which their material achievements have purchased for them. In other words, nations have blossomed or perished according to the use they made of the leisure time of the people, whether embodied in a ruling leisure class of priests, scholars or feudal lords, or whether, as in a modern democracy like Denmark, embodied in the leisure time of the whole people.

We have today in America more leisure time than we have proved ourselves able to use well. We are getting more leisure time constantly for more of the people. Let us hope that we may, as ancient Athens did, use leisure time to create great ideals, great loyalties, great power; let us hope that we may not, as Rome did, dissipate our leisure time and corrupt not only ourselves but the whole world.

CONSERVATION OF LEISURE TIME

The problem of the 20th century is not the creation of wealth. The achievements of the 19th century have insured this result. It is not the distribution of wealth or the conservation of natural resources. These results we cannot have until we have an educated people. The 20th century problem is the conservation, which means the utilization of the leisure time of the people, for only in this way shall we get an educated people, and only through an educated people can we hope to secure economic justice, responsible political freedom, or the conservation of the resources of the earth. Thomas Jefferson said: "If a nation expects to be free and ignorant in a state of civilization, it expects what never was and never will be."

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This, then, is the problem of conservation which concerned statesmen of the earliest nations on our planet, and which confronts the thinker of today. We cannot humanize or broadly educate our people during the hours of machine industry which are the working hours. Only through their leisure time can we educate them, nor can we educate even the child during those school hours when we are training him for mere economic productiveness along lines of individualistic advantage. Even the child must be humanized and broadly educated and prepared for citizenship in his leisure hours. Only in leisure time can the family life be lived at all. So our problem is the old problem and the new one—the conservation of leisure time, the conservation and utilization of those forces which come into control with men, women and children during their leisure hours.

What are these forces? They are the spontaneous instincts, interests, passions, social demands—they are the emotional nature of man, as distinct from the purely intellectual nature which is in control during the productive working hours. Even economic production is simply an elaboration of material goods to satisfy desire. Desire is a product of education and essentially a product of leisure time, experience and influences.

LEISURE AND THE EDUCATION OF THE PRODUCER

With progressive civilization, desire becomes more complex, more refined, more spiritual, and the product which it demands requires a more and more highly educated, a more and more highly psychic producer. Therefore, we must supplement machine industry with a truly educated workman. Through leisure time, and the interests and activities of leisure time, and through these alone, can we produce the educated workman, who, in his turn, can produce the goods which a civilized people demands in order that its desires may be fulfilled. Taken from whatever point of approach, the purely economic process is intimately dependent on the social demand, which is a leisure time matter, and on the broadly human education of producers, achievable only in leisure time. Preoccupied as we are with mere economic results, it is as though we were deeply concerned with the propeller and rudder of our ship of civilization and were ignoring the furnaces and the pilot. Only in leisure time can we reach, understand, or improve either the furnaces or the pilot of our ship of state.

Conserving the social forces through conserving the people's

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leisure time; this problem has its definite elements and its practicable solution just as truly as has the problem of conserving franchise privileges or coal mines or water powers.

Let us turn now from abstract statement to concrete instances. Let us look at some of the social forces.

GAMES TRAIN FOR TEAM WORK

An instinct without which humanity could never have risen from savagery to our complex modern world, is the instinct of team-work. The team-work instinct is a true social force, which begins to develop in the average boy or girl at about the twelfth year. In urban life, in congested communities, this instinct makes its appearance two or three years earlier in line with the general precocity of city life. Most of the mental phenomena of what we call adolescence express themselves co-ordinately with the team-work instinct. The games of adolescence are team-work games. The Anglo-Saxon race plays more kinds of team-work games than all other races on earth; our people are psychologically distinguished among the races by their team-work instinct, expressed in play. Through the utilization of team-work, England has been the great colonizing nation and has been able to develop her government and her social methods to a very advanced point without military compulsion or a bureaucratic administrative system. It is a commonplace of educational science that the team-work instinct is not simply inborn but has to be developed and can only be developed through leisure-time activities. Now what of the conservation of the team-work social forces?

SOCIAL CENTER SAVED THROUGH APPEAL TO THE GANG

I know a neighborhood in New York City where team-work, as manifested in the criminal gang and political spoils organization, is a dominant social force, and is strong enough to corrupt the youth long before they reach puberty, and strong enough to debar from that neighborhood most of the ameliorating influences of twentieth century America. In that neighborhood—a settled Irish neighborhood dating back fifty years—the physique of the tenement dwellers is degenerating; profoundly immoral and unsocial traditions are being grounded deeper and deeper with each passing year. This neighborhood is growing to resemble a London slum district, and with each year the gang spirit, whether in criminal gang or political organization, becomes more unsocial, more inimical to all the socializing agencies which try to

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penetrate that neighborhood from the more enlightened parts of the city.

This is a destructive view of the team-work instinct. What is the team-work instinct good for when society knows how to use it?

Well, in that same district I know of a moving picture show, which occupies the magnificent building, erstwhile a social settlement that cost nearly a half million dollars, now a vacant building, because the gang spirit of the neighborhood would not tolerate the intrusion of uplift work. This show had stormy days when it began business a year ago, but the proprietor hunted out the leaders of a gang noted in New York police annals, and now that gang guards the show, keeps perfect order, takes positive pride in this friendly institution which knows how to work with the people instead of against them. There had been moving picture shows in that neighborhood before; every one of them had been broken up through carefully organized disorder. Now the show proprietor, who understands that the gang spirit is a social force, is doing such a fruitful business that he has opened another theatre next door, and I believe he is negotiating for a third. He brings to that neighborhood through his show many educational influences, not only good pictures but good music and songs, a higher standard of sanitation; most of all he offers to the team-work of that neighborhood something really constructive to do.

In Chicago I am well acquainted with a small park operated as a recreation center, where the gang spirit has been placated, domesticated, and tied up with an important educational work under municipal auspices. That small park, in a tough neighborhood, rules itself through leadership the neighborhood provides; its policy is dictated by the neighborhood through its volunteer organizations; its drama, its music, its dance, its pageants, its field sports, are neighborhood enterprises in the main. Team-work, which had been a force toward steady degeneration in that Chicago district for ten years, has been turned into an indispensable agent in the creation of a higher society.

Let us pass on for a moment to look at some other social forces which our nation must conserve or waste.

USE OF LEISURE TIME BY THE CHURCH

Religion, during the greater length of human history, has been the strong social bond, the repository of race ideals, the grand communal expression of man's emotional nature. Most of

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the wars, in the olden days, were holy wars; most explorations were missionary ventures—whether Jason's pursuit of the Golden Fleece, before the dawn of history, or the voyage of Columbus, a religious ecstatic patronized by a great religious queen. When Rome went to pieces, through the failure to give wise direction to its leisure time, the church universal and its earthly underlord, the feudal empire, took the chaotic races of Europe and moulded them into what we call modern civilization.

The church in history created the theatre; it created the dance; it created architecture; it lifted sex feeling from the natural plane to the loftier planes of romance, art and worship. What kind of social force is the church today? Is the church the great minister of the emotional nature of man? America must answer no. Man's emotional nature, in this country at least, is being ministered to by secularized and commercialized amusements.

The dance is no longer the hand-maiden of religion or of community art, but is under the ban of religion, ignored by the community, and has fallen from being an institution into becoming a dissipation.

RECREATION COMMERCIALIZED

The theatre is no longer a moral agent of religion, as it was in Egypt, and in the middle ages, or a patriotic agent of the state as it was in Greece. The theatre is a commercialized institution, severed from the church, severed from the state, severed even from the public school, dominated commercially by New York City; and in New York City the traveling public, out for a good time, determines the character of the metropolitan theatre.

If we think it over we shall find that the emotional nature of our whole people on the social and æsthetic side is being ministered to at this day almost wholly by irresponsible, money-making agencies. Yet as we have seen already, the emotional forces are the real dynamics of humankind; through feeling mankind has always been led and through explosions of feeling all the great revolutions have come about; and through feeling mankind is degraded in those cases where society no longer utilizes the emotional appeal but leaves it to commerce as a means of exploiting the people. Should we not be horrified to learn that to every young wage-earning woman who patronizes the social settlements, the Y. W. C. A. and similar institutions in New York City, it is estimated that no less than twenty patronize the commercial dance halls? A condition like this means

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more than mere waste; it means lost souls, it means men and women depraved and turned into vampires and criminals.

THE SALOON FOSTERING SOCIABILITY

The most diffused and universal of all social forces is simply the consciousness of one's own fellowkind, the desire to mix with one's fellows, to interchange views, to compete with them, to realize one's own nature through the reflection that we get from others. The simple instinct of sociability is a vast and enduring social force. Where is that instinct being satisfied in American cities today? At least in New York it is being satisfied mainly in saloons, as far as the men are concerned; and because saloons meet this need of sociability, they are a giant power in New York, and are the foci of the city's political life. But the saloon does nothing to organize the instinct of sociability save along one line, a political line, and of necessity the result is spoils organization in the political field. What kind of subject matter can we expect that our politics will have, when it is brewed and elaborated across the counter and in the back-room and in the overhead hallway of a saloon? What influence of the family penetrates there? What feminine influence, save the destructive influence of the street woman, penetrates there? Of the great concerns of our democracy, how many can find in the saloon a congenial atmosphere? The saloon is the conspirator of our democracy. How shall our democracy find not a conspirator but a friend? How shall we lift our democracy out of the saloon? We cannot blame the saloon, because if there were no saloons I don't know where the men would go to talk things over, at least in New York. The libraries are closed to them for public discussion, and the schools are closed, and our own investigations have shown that there simply do not exist meeting places even for a few-score clubs of young men who desire to talk about public affairs without being compelled to drink alcohol.

Is this instinct of sociability not a force that has to be reckoned with, that has to be conserved, that may, if left to mere commerce, become a flood that will drown or a plague that will slay? Have we not a true problem of conservation here?

RECREATION TEARING THE FAMILY TO PIECES

Perhaps the ultimate social force is the institution of the family. We hear much about the various symptoms of the degeneration of the family. They are not the important symptoms; it may be a good thing that the birth-rate is falling off, and even the

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statistics of divorce contain much good mixed with the ill. The real family problem must be sought in that form of social organization which is typical of America today, all the way from the kindergarten to the workshop and the political forum. This organization is one that tends to split up the population into age groups and into groups that have common dominating interests, in such a way as to tear the family to pieces from the very start. What the school and more particularly the church once did for the members of the family is now left for the commercialized amusements to do. In former days the family had common enjoyments; there was a neighborhood social life, there were field sports in which the village joined, there was commemorative days, saints' days, harvest festivals, folk dancing and pageantry. The family went forth together and the family life was enriched, the family interests were expanded, the family unity was increased. Moreover, much of the industry of the earlier days was home industry. Now the factory breaks up the family; the school breaks up the family; the saloon draws the father away, the dance-hall draws the adolescent young man or woman; the young man has his predatory gangs, secret societies and lodge; the community isolates the child in all sorts of institutions including the public schools. The family remains to carry on certain biological functions of reproduction and nutrition, and still hands on from parent to child traditions of warm human responsibility and loyalty; but is not the family in desperate need of social aid, and must not this aid be given through leisure time social activities? We are still depending on the family to provide the emotional, the ethical and broadly human side of education for its members. The family cannot do this when everything that is interesting draws the members away from the family. Assuming that the family still does the humanizing work of society, the schools do not attempt to do this work. They do not teach ethics. They do not teach citizenship. They give little scope to the team-work instinct. They do not use art, even in its most potent form—the drama. And commerce does do all this and under conditions which do not upbuild society but rather tend to devastate it.

Perhaps I have succeeded in giving a clear idea of what the problem of conserving the social forces really is. Now for the practical conservation program of social forces.

It is clear that the community must extend, over the field of leisure time, both its police power and its right of eminent domain.

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Herbert Spencer was unquestionably right when he maintained that intellectual education—industrial, mercantile, literary, utility education generally—would be adequately provided by commerce even if there were no public education. Both the necessity of the individual and the necessities of industry would compel commerce to provide and the people to pay for utility education, and if the big industrial leaders were supervising our schools, and the people were paying personally and directly for their education, is it not possible that we would have a better education, of the pure utility sort, than we have now?

RECREATION CANNOT BE
LEFT TO COMMERCE

I think a corollary of Herbert Spencer's proposition is this: If utility education can be left to commerce, just so surely is it impossible and ruinous to leave leisure time to the exploitation of commerce. We cannot leave recreation to commerce. Commercialized recreation means dissipation; dissipation means that leisure time, no longer the great creative agent of society, has become a social destroyer instead. Commercialized recreation means saloons, it means the commercial dance-hall, it means the theatre dominated by financial speculation and the moving picture reduced to the general level of yellow journalism. This is a positive natural law; it must be so. It pays commerce to develop the purely sensational side of recreation, because in proportion as amusement becomes more sensational, the amusement seeker becomes more an habitue of it, and then commerce is in better position to sell its amusement, made unhealthily popular, to those various interests that desire to exploit the public. Among these interests are the spoils system of politics and the interests that are at work corrupting the youth for whatever purpose, including white slavery.

Moreover—in further illustration: It does not pay commerce to develop recreation in connection with useful instruction. If the people were fully self-conscious they would demand that recreation be tied up with education, but they are not self-conscious and they inevitably gravitate toward dissipation if they are systematically tempted that way. Further, you can have an educational recreation only when there are combined many forms of recreation under one roof, in one system. When we simply develop drink and casual social intercourse, as in the saloon, this cannot be made educational. When we simply develop the dance, without reference to art or serious discussion, we get the form of dance that tends steadily

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toward vulgarization and toward the losing of the more beautiful dances, which are folk dances, involving the co-operation of many dancers. By this process the dance-hall in America has reduced the dance, with its rich repertoire of beautiful and significant movements, to the thing we are reading about in the newspapers under the name of "turkey trot" and "grizzly bear." Equally so with the theatre. When the theatre is developed, as it is in America, merely as a form of entertainment giving the people thrills, with no output of effort on the part of the audience, and with no definite constructive object, then the theatre becomes a method of disorganizing the public and weakening the will of the individual theatre-goer. To make recreation educational we must integrate the various forms of recreation so that the individual will be active, creative, while he is enjoying himself; so that he will enjoy himself co-operatively with his fellows; so that he will enjoy himself in the atmosphere that is suggestive of good citizenship.

Commerce wants none of these desirable things, not because commerce is consciously evil in its intentions, but because commerce wants immediate money-making returns, and the way to get them is by encouraging dissipation and by breaking up amusement into various over-emphasized special forms, where the people who pay for the amusement have to do very little work. We cannot leave leisure time to commerce unless we make our mind up to the progressive waste of leisure time, which means a sacrifice of the greater part of our educational purposes. We must, moreover, make up our minds to having our politics corrupt through unholy alliances with evil institutions that provide for the people's leisure time. And we must make up our minds to the progressive degeneration of family life, because commercialized amusement provides no place for common family enjoyment.

There is our problem; here is our solution:

EXTENSION OF POLICE POWER	(1) The community must extend its police power over the commercialized amusements. After a fashion the community already regulates its amusements. Perhaps it prohibits them entirely, as some of our states do with the saloons, in order that the saloon may retire under cover, out of reach of regulation. Perhaps the community regulates its saloons, as we do in New York, through laws which seem designed partly to be violated, with incidental graft, and partly to hold the saloon down to the limited function of selling liquors and purveying
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politics to the man apart from his wife and children. Here the community needs not to extend but to rationalize its police work. It is truly remarkable that no American community has as yet experimented in the regulation of saloons in such a way as Scandinavia has experimented with the Gothenberg system. Scandinavia proceeded, by graduated license fees, by exemptions granted under certain conditions, by various methods of penalization and encouragement, to diminish the sale of highly alcoholic drinks in favor of light drinks, and thence to diminish the consumption of alcohol in any form in favor of the sale of non-alcoholic beverages; furthermore, Scandinavia penalized the saloon which was merely a saloon, and granted privileges to the saloon which was an entertainment center for the whole community.

Into other fields we have not even extended our police power, wisely or unwisely. Most American cities do not regulate their dance-halls in any way whatever. They do not license them; they tolerate the illicit sale of liquor on the premises; they tolerate the plying of nefarious forms of sexual traffic in connection with their dance-halls.

So with the moving picture theatre. America has fourteen thousand picture theatres, and five million Americans patronize them daily. No city has yet worked out a constructive method of regulation for picture theatres. In New York today we are regulating our motion picture shows under a law framed about the time of the Civil War to regulate fortune tellers and snake charmers. In addition, we have "side-swiped" the motion picture problem, so to speak, with some building laws framed before there were any motion pictures, which have compelled the construction of diminutive, ill-ventilated, generally unwholesome places. We have about 800 of these establishments in New York, with a daily patronage of half a million people and perhaps forty thousand children who go in violation of law. Not for a moment would I claim that the motion picture is not doing a great good. It is a vast educational force in this country—even in New York. What one cries out against is rather the neglect of community duty, and the consequent waste of opportunity through failing to recognize that our police functions reach out over the places of public amusement.

MAKING THE
SCHOOL A LEISURE
TIME INSTITUTION

(2) What of the great constructive side of the relation of the community to leisure time? Though not a socialist in some other particulars, I am entirely a socialist when it comes to

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the municipal ownership and operation of amusement places. During most of history the amusement places have been under the community's control, whether represented by church or state or by folk tradition. The commercialization of amusement is a new phenomenon in the world's history and has grown out of the great crowding in of people to industrial cities, where leisure time had to be used somehow and the community, through its public machinery, offered no opportunities.

Once, during Roosevelt's presidency, Gifford Pinchot challenged the country's attention by offering to lend several million dollars to the government, if the government would let him spend it in rational forestry methods, and he would repay himself out of the earnings. Just so today, if there were a Roosevelt and a Pinchot of social conservation, they might startle the country by announcing that billions of dollars in value of public property is today lying idle which could be operated at a positive profit by the community for recreation purposes and the people would get ten-fold what they now pay for in the commercial traffic of recreation.

These public properties are mainly our school buildings. The school building lies idle more than half the day. Through devoting itself simply to the utility education of children apart from their families, the school has become a cloistered institution and has forfeited most of its more essential educational value. Furthermore, through depending on its compulsory attendance law to secure patronage, the school has placed the community in a position where it has to pay, and pay enormously, with no direct economic return, for the luxury of public education.

But let us develop the school as a leisure time institution, and immediately the school will have to find out how to be interesting. It will have to appeal to the spontaneous interests. It will have to appeal to the family group. Let us realize that the people are today paying vast sums for poor commercialized amusement. There is no more reason why moving pictures or the dance or social intercourse should be the property of commerce to exploit, than there is in the case of the public libraries. There is more reason why the community should provide moving pictures, the dance, and social intercourse than there is reason why the community should provide public libraries. Books are available to anybody; anybody can buy the book he wants; anybody can get the objectionable book even if the library has excluded it from its shelves. But only through col-

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lective effort can we have the kind of moving picture we want, or the dance, or place of gathering for social intercourse. Government aims to do those things which require collective effort and which are better done through the collective effort of government than through the collective effort of sheer commerce. Here is a correct, an inevitable field for positive government.

A NEW
EDUCATION The great solution of the social conservation problem is to be found in the radical re-orientation and vast development of our system of public education. The development will be revolutionary, for it will mean that we will have to base our education on the spontaneous interests rather than on the fear of poverty, on individualistic competition and compulsory attendance. What vistas open as one thinks of a system of public education which has learned from commercialized amusement how to be interesting, and which has, as its guiding star, the conception of spontaneous education and of a developing spirit of sociability and of enthusiastic citizenship! A system of education which does not help industry and commercialized amusement in their fearful work of disrupting the family, but which instead reaches the family as a group, enlarges the scope of the common family interests, enlarges the opportunities which the family as a unit may seek day by day! A system of public education to which, as to the picture shows, five million of the most impressionable people of our country will flock daily, yea, will pay for the privilege of going! A system of public education that will aid the public in carrying out the great primary social function of public discussion, and will take politics out of the saloon and place it close to the fountain-head of social ideals, which must always be the public school system. This idea is not theoretical. Its beginnings have been seen in Rochester; three state universities—Wisconsin, Kansas and Texas—have undertaken to promote this idea through their extension divisions. In New York, intensive experiments are now being carried out to prove and test the idea. Houston, Texas, is constructing five school buildings built for unlimited community use along the line of leisure time activities. Chicago has developed a chain of small parks, which are in all the essentials public schools, which from the standpoint of beauty, economy, and intensive efficiency are ahead of any similar undertakings in the world.

A French poet, ill and weary, looking backward to ancient Egypt, where for five thousand years the leisure time of the people

AVAILABLE PLAYGROUND WORKERS

was made beautiful, peaceful and happy through a great system of privileged education and public religion, and then looking out on the desert of Europe, as it seemed to him, where the waters of inspiration were sunk amid soulless industrial operations, cried out: "Who shall again set us adrift on that Nile!"

We need raise no such despairing cry. A vaster
A VASTER NILE Nile is before us; the ship is prepared; we are
already adrift on our Nile.

AVAILABLE PLAYGROUND WORKERS

The following list contains the names of persons who have indicated to the Playground and Recreation Association of America that they desire to engage in playground work. A brief statement is given in each case in regard to training and experience, and the names of people who are acquainted with them and their work.

* Indicates that the applicant desires a position as supervisor.

† Indicates that the applicant desires a position for the entire year.

Arms, Grace C., 1618 Beverly Road, Brooklyn, N. Y.

Training: Graduate high school and Kindergarten Normal Training School with year's practice work.

Experience: Kindergartener, one year.

References: Dr. James C. Jones, 230 Classon Ave., Brooklyn, N. Y.
Miss Anna E. Harvey, Adelphi College, Brooklyn, N. Y.

* Banker, Carolyn E., 773 State St., Schenectady, N. Y.

Training: Graduate high school and Kindergarten Training School.

Experience: Teacher, six years; playground director, five summers.

References: Miss Evanetta Hare, Troy, N. Y.
Supt. A. R. Brubacher, Schenectady, N. Y.

† Bradstreet, Annabel, Oberlin, Ohio.

Training: Graduate Oberlin College and Teachers' Course in Physical Training.

Experience: Playground director, two summers.

References: N. C. Seuss, Playground Supervisor, Cincinnati, Ohio.
Dr. Fred Eugene Leonard, Oberlin, Ohio.

Brett, Amy, 500 East 163d St., New York.

Training: Kindergarten and sewing courses.

Experience: Kindergartner, five years; settlement work.

References: Mrs. S. F. Hallock, 35 East 65th St., New York.
Mrs. F. C. Bursch, Riverside, Conn.

*† Childs, W. L., Kenilworth, Ill.

Training: Graduate, normal, business, and Y. M. C. A. Training School; University of Chicago, three years; Lake Geneva Y. M. C. A. Training School, three summers; Yale University, one summer.

Experience: Teacher of athletics and gymnastics, twelve years; director of athletic park in Chicago, one year; employed on Chicago playground, one year.

References: Henry E. Brown, Kenilworth, Ill.
E. B. DeGroot, South Park Commission, 57th Street and Cottage Grove Ave., Chicago, Ill.

AVAILABLE PLAYGROUND WORKERS

† Coldren, Fanny A., Topeka, Ind.

Training: Graduate high school; Normal School, two years; special course physical training and playground methods.
 Experience: Teacher, one year; practice teacher physical training and gymnastics, thirty-six weeks.
 References: Prof. W. P. Bowen, Ypsilanti, Mich.
 Miss Elta Loomis, Ypsilanti, Mich.

Fürer, Godfrey E., Sheboygan, Wis.

Training: Graduate high school; Lawrence University, one year.
 Experience: Clerk and stenographer, railroad offices, eight years; religious work with young people, twelve years.
 References: Frank Jensen, 1116 Grainger St., Fort Worth, Texas.
 Dr. Samuel Plantz, Appleton, Wis.

Gallagher, Sara I., 874 Branch Ave., Providence, R. I.

Training: Graduate high school; course Normal School; Industrial Training School of Design, five years.
 Experience: Teacher, four terms.
 References: Miss Edith L. Hill, Normal School, Providence, R. I.
 Miss Ellen LeGarde, Director Physical Training, Providence, R. I.

Greenshields, Edith D., 235 Sanford Ave., Flushing, New York.

Training: Graduate high school. Kindergarten Training School, two years. Post-graduate course, one year.
 Experience: Practice work settlement kindergartens.
 References: Miss C. M. C. Hart, Rutledge, Penn.
 Miss Tinges, Front and Ellsworth Streets, Philadelphia, Pa.

† Hamilton, Lura A., 305 Ballard St., Ypsilanti, Mich.

Training: Graduate high school and Normal College. Courses in playground management and physical training.
 Experience: Teacher, twenty months. Practice teacher physical training, one year.
 References: Prof. W. P. Bowen, Ypsilanti, Mich.
 Miss L. Elta Loomis, Ypsilanti, Mich.

* Jensen, Erik Leonhard, Hartley Hall, Columbia University, New York.

Training: Graduate high school. Columbia, two years. Courses in physical education, gymnastics, and manual training.
 Experience: Playground leader, two years. Settlement club work. Instructor manual training, one and one-half years.
 References: Dr. Wm. Skarström, Columbia University, New York.
 Supt. Matthew Adams, Children's Aid Society, New York.

King, Joseph E., 170 Spring St., Springfield, Mass.

Training: Preparatory school. Training School, two years.
 Experience: Assistant physical director, six years. Playground director, two summers.
 References: John P. Haggerty, 9 Mattoon St., Springfield, Mass.
 Robert Harrigan, 49 Summer St., Springfield, Mass.

Kumlien, Ethel, 658 Meade St., Appleton, Wis.

Training: Graduate high school and Lawrence School of Expression. Normal School, one year.
 Experience: Teacher, including physical culture, one year. Story telling, public library.
 References: Prof. J. S. Garnea, Appleton, Wis.
 Agnes L. Dwight, City Librarian, Appleton, Wis.

* Lewis, Chauncey B., 1416 East 31st St., Cleveland, Ohio.

Training: Graduate high school. Bachelor Physical Education, Springfield Training School. Studying medicine Western Reserve University.
 Experience: Director playground, two summers. Boys' camp, one summer. Physical director, two years.
 References: Dr. J. H. McCurdy, Training School, Springfield, Mass.
 Dr. E. G. Peterson, Goodrich Social Settlement, Cleveland, Ohio.

AVAILABLE PLAYGROUND WORKERS

† McCredie, Eva, Cedar Rapids, Iowa.

Training: Graduate high school and college. Graduate Oberlin Physical Training Department.

Experience: Teacher, one year.

References: Dr. Leonard, Oberlin, Ohio.
Miss Cochran, Oberlin, Ohio.

† McKinlay, Adelaide M., 68 West 162nd St., New York.

Training: Graduate high school and Kindergarten Training School.

Experience: Playground Kindergarten, three years.

References: Dr. E. W. Stitt, Board of Education, New York.
Miss Wells, Board of Education, New York.

Mickey, Robert S., Oberlin, Ohio.

Training: Graduate college and Physical Training Department, 1912.

Experience:

References: Dr. F. E. Leonard, Oberlin, Ohio.
Prof. Stetson, Oberlin, Ohio.

† Orr, Agnes, Bismarck, North Dakota.

Training: Oberlin College, three years, including physical training course.

Experience: Leader girls' club, twelve months.

References: Rev. C. W. Harris, Bismarck, North Dakota.
Miss Martha Payne, 8800 Walker Ave., Cleveland, Ohio.

Pennock, Erastus W., Training School, Springfield, Mass.

Training: High school, two years. Graduate Silver Bay Summer School. Playground course, Training School.

Experience: Physical director, two and one-half years.

References: J. I. Hoffman, Y. M. C. A., Coatesville, Pa.
Dr. S. W. Ridgway, Main Street, Coatesville, Pa.

Savage, Elizabeth F., 557 First Ave., West Haven, Conn.

Training: Graduate high school. Normal School of Gymnastics, two years.

Experience: Teacher raffia, papercutting, and sewing, one year. Private classes games and folk dancing.

References: Dr. E. H. Arnold, 307 York St., New Haven, Conn.
J. C. Knowlton, New Haven, Conn.

Slack, Helen Elizabeth, 1736 Princeton Ave., St. Paul, Minn.

Training: Graduate high school.

Experience: Playground director, five seasons.

References: Dr. A. W. Dunning, 803 Lowry Bldg., St. Paul, Minn.
Miss Vida Newson, 820 Franklin St., Columbus, Ind.

† Stewart, Alfred A., Y. M. C. A., Mexico City, Mexico.

Training: College, four years.

Experience: Director boys' work, Y. M. C. A., one and one-half years. Playground work, one summer. Scout Master.

References: P. K. Holmes, Y. M. C. A., Mexico City, Mexico.
J. A. Garvin, Hull House, Cleveland, Ohio.

VanMeter, Sarah S., Kentucky Ave., Lexington, Ky.

Training: Graduate high school and college. Courses manual training, basketry, clay modeling.

Experience: Teacher, two years. Playground director, one summer. Mountain settlement work, five summers.

References: Miss Rena D. Hanna, East Maxwell St., Lexington, Ky.
Dr. Irene T. Myers, Lexington, Ky.

* VanVelsor, Harry A., White Plains, N. Y.

Training: Graduate high school and Springfield Training School, including playground course.

Experience: Y. M. C. A. physical director, four and one-half years. Playground director, three summers.

References: H. A. Allison, Supt. Playgrounds, Buffalo, N. Y.
Dr. J. McCurdy, Springfield, Mass.

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